

Termly Plan

Teacher: Mr Stanley

Term: 6 Class: Mighty Oaks

Year: 2023-24 (odd)



English	LOT and FOREST links	Subject theme and concepts	Starting Point and prior knowledge	Lesson by lesson learning of knowledge and skills progressing towards end points:						END POINTS (KPIs)
				1	2	3	4	5	6 Composite knowledge task	
	Using local settings (woods etc) to generate settings.	<p>Text: Clockwork or 'All Wound Up' – Phillip Pullman</p> <p>Please Mrs Butler – Allan Ahlberg</p> <p>Reading:</p> <ul style="list-style-type: none"> Meaning of words Predicting <p>Writing:</p> <ul style="list-style-type: none"> Composition: Fiction and Poetry Composition: Planning, purpose and audience Punctuation 	<p>Reading:</p> <ul style="list-style-type: none"> I can ask questions about what I have read to help me understand a complicated text. I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others. I can predict what will happen in a text using details I have already read to help me. I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this. I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer. <p>Writing:</p> <ul style="list-style-type: none"> I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work 	<p>Reading:</p> <p>WALT: Identifying the meaning of words.</p> <p>Writing:</p> <ol style="list-style-type: none"> Settling in day. WALT: Make predictions about the book based on the cover and blurb. WALT: Outline ideas about the main character using information from the initial chapters. WALT: Identify how the author makes vocabulary choices and why. WALT: Use the thesaurus and dictionary to find vocabulary and powerful synonyms. 	<p>Reading:</p> <p>WALT: Checking the meaning of words in context.</p> <p>Writing:</p> <ol style="list-style-type: none"> WALT: Develop setting by selecting appropriate vocabulary. WALT: Develop setting by selecting appropriate vocabulary. WALT: Edit setting by selecting appropriate vocabulary. WALT: use active and passive voice to affect presentation of ideas. WALT: use active and passive voice in a newspaper report. 	<p>Reading:</p> <p>WALT: Using a dictionary to check and understand meaning.</p> <p>Writing:</p> <ol style="list-style-type: none"> WALT: Identify how the author develops characterization. WALT: Develop characterization through subtle techniques. WALT: Develop characterisation through integrating dialogue. WALT: edit writing, focussing on dialogue, including shifts in formality. 	<p>Reading:</p> <p>WALT: Summarise to generate ideas for prediction.</p> <p>Writing:</p> <ol style="list-style-type: none"> WALT: Develop atmosphere by selecting vocabulary and grammar. WALT: explore figurative language to develop atmosphere. WALT: explore figurative language to develop setting. WALT: use prepositions to expand noun phrases with figurative language. 	<p>Reading:</p> <p>WALT: Predict what might happen from details stated and implied.</p> <p>Writing:</p> <ol style="list-style-type: none"> WALT: Read and learn poetry to perform aloud. WALT: Read and learn poetry to perform aloud. WALT: use voice to engage the reader. WALT: use voice and emphasis to make the meaning of a poem clear. 	<p>Reading:</p> <p>Complete reading comprehension assessments.</p> <p>Writing:</p> <p>Draft, write and edit a finding story using figurative language.</p>	<p>Reading:</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text. I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context. I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear. I can predict what might happen in increasingly complex texts by using evidence from the text. <p>Year 6:</p> <ul style="list-style-type: none"> I can show my understanding of texts and poems in presentations and debates and I can present information using notes I have created to help me focus on the topic in my presentation. I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. <p>Writing:</p> <p>Year 5:</p> <ul style="list-style-type: none"> I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood. I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A. ? ! , ' () -.

			<p>depending on the audience.</p> <ul style="list-style-type: none"> I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together. I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times. I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news. I can use paragraphs to organise ideas around a theme 							<ul style="list-style-type: none"> I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph. I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number, e.g. secondly or tense choices e.g. he had seen her before. I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before <p>Year 6:</p> <ul style="list-style-type: none"> I can include dialogue in my writing to convey character and advance the action. I can change my writing to fit the audience and change the language and sentence length for the purpose. I can use hyphens for clarity e.g. man eating shark or man-eating shark. I can link ideas within and across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis I can use the perfect form of verbs to mark relationships of time and cause
<p>Maths</p>	<p>Calculating and problem solving using spaces around the school site.</p>	<p>Year 5:</p> <ul style="list-style-type: none"> Statistics Shape Position and direction <p>Year 6:</p> <ul style="list-style-type: none"> Area, perimeter and volume Statistics Shape Position and direction 	<p>Year 5:</p> <ul style="list-style-type: none"> Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. Describe positions on a 2-D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to 	<p>Please see White Rose mixed year plans.</p>						
<p>Year 5:</p> <ol style="list-style-type: none"> WALT: Read and plot coordinates. WALT: solve problems using coordinates. WALT: translate points and shapes. WALT: translate using coordinates. WALT: Identify lines of 	<p>Year 5:</p> <ol style="list-style-type: none"> WALT: reflect across horizontal and vertical lines. WALT: use facts to add and subtract decimals within 1. WALT: use complements to 1. WALT: add and subtract 	<p>Year 5:</p> <ol style="list-style-type: none"> WALT: subtract decimals with the same number of decimal places. WALT: add decimals with different numbers of decimal places. WALT: subtract decimals with different 	<p>Year 5:</p> <ol style="list-style-type: none"> WALT: multiply decimals by 10, 100 and 1,000. WALT: divide decimals by 10, 100 and 1,000. WALT: multiply and divide decimals with missing values. WALT: Understand negative numbers. 	<p>Year 5:</p> <ol style="list-style-type: none"> WALT: compare and order negative numbers. WALT: find the difference with negative numbers. WALT: use kilograms and kilometres. WALT: use millilitres and millimetres. 	<p>Year 5:</p> <ol style="list-style-type: none"> WALT: convert between metric and imperial units. WALT: convert units of time WALT: use cubic centimetres. WALT: compare and estimate volume. 	<p>Year 5:</p> <ul style="list-style-type: none"> interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places. Solve problems involving number up to three decimal places. 				

			<p>complete a given polygon.</p> <p>Year 6:</p> <ul style="list-style-type: none"> measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes. estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. identify 3-D shapes, including cubes and other cuboids, from 2-D representations.. 	<p>symmetry in shapes.</p> <p>Year 6:</p> <ol style="list-style-type: none"> WALT: Draw shapes accurately. WALT: Use nets of 3D shapes. WALT: Read and plot points in four quadrants. WALT: Solve problems with coordinates. WALT: complete translations and reflections. 	<p>decimals across 1.</p> <p>5. WALT: add decimals with the same number of decimal places.</p> <p>Year 6:</p> <ol style="list-style-type: none"> WALT: identify common multiples. WALT: Identify common factors. WALT: Multiply up to 4 digits by 2 digits. WALT: Solve problems with multiplication. WALT: use methods for short division. 	<p>numbers of decimal places.</p> <p>4. WALT: use efficient strategies for adding and subtracting decimals.</p> <p>5. WALT: follow decimal sequences.</p> <p>Year 6:</p> <ol style="list-style-type: none"> WALT: complete long division with remainders. WALT: solve problems with division. WALT: Solve multi-step problems. WALT: multiply by 10, 100 and 1,000. WALT: divide by 10, 100 and 1,000. 	<p>5. WALT: Count through zero.</p> <p>Year 6:</p> <ol style="list-style-type: none"> WALT: find equivalent fractions and simplify. WALT: compare and order fractions by denominator. WALT: compare and order fractions by numerator. WALT: add and subtract fractions. WALT: add mixed numbers. 	<p>5. WALT: convert units of length.</p> <p>Year 6:</p> <ol style="list-style-type: none"> WALT: Subtract mixed numbers. WALT: Solve multi-step problems with fractions. WALT: Multiply fractions by integers. WALT: Divide fractions by integers. WALT: solve mixed questions with fractions. <p>End of block reviews</p>	<p>5. WALT: compare and estimate capacity.</p> <p>End of block reviews</p> <p>Year 6:</p> <ol style="list-style-type: none"> WALT: calculate fractions of an amount. WALT: Find the whole from a fraction of an amount. WALT: Add and subtract decimals. WALT: Multiply and divide decimals by integers. WALT: calculate percentage of an amount. <p>End of block reviews</p> <p>Year 6:</p> <ul style="list-style-type: none"> estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water]. identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. <p>Year 6:</p> <ul style="list-style-type: none"> Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Describe positions on the full coordinate grid (all four quadrants).
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										<ul style="list-style-type: none"> • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. • Interpret and construct pie charts and line graphs and use these to solve problems. • Calculate and interpret the mean as an average.
R.E.	Exploring ideas of importance of Jesus' teachings with local faith leaders, including Clare Masters and Rev. Linda Cross.	Why do some people think God exists?	<ul style="list-style-type: none"> • What can we learn from religions about deciding what is right and wrong? (LKS2 odd year) <ul style="list-style-type: none"> ○ Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). ○ Make connections between stories of temptation and why people can find it difficult to be good (A2). ○ Give examples of ways in which some inspirational people have been guided by their religion (B1). ○ Discuss their own and others' ideas about how people decide right and wrong (C3). 	WALT: Understand statistics about religious belief.	WALT: Explore some reasons some Christians believe God exists.	WALT: Explore some of the reasons some people do not believe in God.	WALT: Consider how Christians may interpret ideas differently.	<ul style="list-style-type: none"> • Emerging: <ul style="list-style-type: none"> • Define the terms theist, atheist and agnostic and • give examples of statements that reflect these beliefs (B1). • Give two reasons why a Christian believes in God and one why an atheist does not (A3). • Expected: <ul style="list-style-type: none"> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1). • Exceeding: <ul style="list-style-type: none"> • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). 		
Science		Reproduction, evolution and inheritance <i>Biology</i>	<ul style="list-style-type: none"> • Animals including humans (KS1 even year) <ul style="list-style-type: none"> ○ Explain how animals, including humans, have offspring which grow into adults. ○ Describe the basic needs of animals, including humans, 	LQ: How do scientists know that living things have changed over time?	LQ: How does variation explain the different features and characteristics of living things?	LQ: How has variation led to evolution?	LQ: Do all living things adapt in the same way?	LQ: How have plants in the local area adapted?	Assessment of substantive knowledge.	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

			<ul style="list-style-type: none"> for survival (water, food and air) o Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. o Identify basic parts of the skeletal, muscular, digestive, circulatory and nervous system. 							<ul style="list-style-type: none"> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
History		Social and Political Reform Our Locality Climate and Landscape, Interconnections and sustainable communities, Change over time	See echos and ripples documentation	LQ: How did national and international events affect the franchise in Britain?	LQ: Who were the suffragettes?	LQ: How did life change for working people in the 1800s?	LQ: How did public health change in the 1800s?	Create a timeline showing key changes in social and political life.	<ul style="list-style-type: none"> I can identify why the 1832 Great Reform Act was introduced, including reference to the Peterloo massacre. <i>(Parliament) (Chronological Knowledge)</i> I can understand who the Suffragettes were and why they followed a campaign of civil disobedience. <i>(Historical Interpretations)</i> I can explore paternalist industrialists and reforms in the 1833 and 1847 Factory Acts, as well as the 1834 Poor Law reform and the significance of the workhouse. <i>(Class) (Sources and Evidence)</i> I can investigate changes to public health and sanitation as a result of the Cholera epidemics. <i>(Cause and Consequence)</i> 	
Art	Viewing artworks through local and online collections.	Sculpture: Barbara Hepworth	<ul style="list-style-type: none"> • Sculpture: Auguste Rodin (LKS2 even year) o I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt. o I can plan my sculpture using drawings or other preparatory work. 	WALT: Research examples of Barbara Hepworth's sculpture.	WALT: Explore two Barbara Hepworth sculptures and identify tools to create textures and patterns.	WALT: use scoring and slip to join pieces of clay or coils.	Construct and reflect on the success of our products.	<ul style="list-style-type: none"> I can use a variety of techniques when I use clay, including slabs, coils and slips. I can produce intricate patterns in a malleable media. 		
R.H.E.		Way Through Isn't True	See 'Heartsmart' scheme of work							

Music		<p>as Christopher Winter RSE</p> <p>Self-awareness Power of hope Personal comfort zones Main changes in puberty E: Puberty (yr5) E: Puberty and relationships (6)</p>								
		<p>Nobody knows (The Lumineers)</p> <p>Songwriting • Chords • Writing lyrics on theme of 'leavers'</p>	See 'Sing up' scheme of work.							<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. • Compose a syncopated melody using the notes of the C major scale. • Sing a syncopated melody accurately and in tune. • Sing and play a class arrangement of the song with a good sense of ensemble. • Listen to historical recordings of big band swing and describe features of the music using music vocabulary.
P.E.	Inter-school tournaments.	<p>Gymnastics and athletics</p> <p>Running – short and long distance, running with jumping, throwing and catching</p>	<ul style="list-style-type: none"> • Competitive games – Kwick cricket (LKS2 odd year) <ul style="list-style-type: none"> ○ I can understand the tactics used against me by others. ○ I can hit a ball using a range of different bats 	<p>WALT: develop throwing and catching skills over distance and at speed.</p>	<p>WALT: develop skills to strike a ball.</p>	<p>WALT: combine skills of throwing, catching and striking to play conditioned games.</p>	<p>WALT: understand the best strategies to use to maximise performance.</p>	<p>WALT: Combine skills to develop adaptive tactics during conditioned games.</p>	<p>Conditioned games and matches involving the skills of running, throwing and catching as well as tactical choices.</p>	<ul style="list-style-type: none"> • I can plan a course of actions against an opponent based on my strengths and their weaknesses. • I can predict what an opponent might do during a game or activity and alter my performance accordingly • I can take part in organised games and sports using my skills and tactics to help my team.

